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ABSTRACT

The introduction to this chart states that it is intended to present a brief outline of where each state was as of September 1973 in regard to the introduction or prospective introduction of competency-based education. States are listed individually; for each state, the name, position, and address of an individual to contact are given. The chart provides space for the following information: competency-based education goals, major developmental activities, key publications, and unique features. (JA)

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# Profile Of The States In Competency-Based Education

by Allen A. Schmieder, Chief, Support Programs, U.S. Office of Education

**PBTE is pleased to have the opportunity to share with its readers this survey of state performance activities recently compiled by Allen A. Schmieder, United States Office of Education. Because of the controversial nature of performance education, many persons are questioning its present status and possible future. It is hoped the citations for each state will provide readers with a factual basis for responding to such questions.**

## INTRODUCTION

The following profile is not intended to give a complete picture of each of the state's certification and training programs but to present a brief outline of where each was as of July 1974, in regard to the introduction of prospective introduction of competency-based education.

While a number of states do not show much activity in CBE, they may have outstanding certification and training programs based upon other conceptual approaches, e.g., the approved programs. It is also important to note that although a few of individual and regional activities are listed under particular states because they represent relatively accessible resources for program developers in those states, they do not necessarily reflect state priorities or commitments regarding competency-based education.

The information for this survey came primarily from the following sources. A questionnaire survey of the states made by Bill Israel, director, Special Projects Office of the Council of Chief State School Officers; Robert Roth, *Performance Based Teacher Certification: A Survey of 50 States*, 1974, Michigan Department of Education, Lansing, Mich., 1974; Wallace Mauritsen, *Competency and Teacher Certification in the United States*, Pennsylvania Department of Education, Harrisburg, Pa., 1974; John Pittman, *Summary of Action Taken by Selected States Involved in Developing Competency-Based Certification Systems*, New England Program in Teacher Education, Durham, N.H., 1973; the Multi-State Consortium on Performance-Based Teacher Education, Theodore Andrews, director, Division of Teacher Education and Certification, New York State Education Department, 99 Washington Ave., Albany, N.Y.; the AACTE Committee on Performance-Based Teacher Education, Karl Massanari, director, One Dupont Circle, N.W., Suite 610, Washington, D.C.; the National Commission on Performance-Based Education, Fred McDonald, director, Princeton, N.J.; James Steffensen of Teacher Corps, U.S. Office of Education, Washington, D.C.; Lynn Beveridge and Grady McGonagill of the Fund for the Improvement of Post Secondary Education, Washington, D.C.; and direct communication with the Teacher Education and Certification departments of individual states (including a May-July 1974 mail survey, which resulted in returns from 49 of 50 states, an impressive example of the willingness of state education agencies to share information). Finally, and probably most important, drafts of the individual state profiles were returned to the states for reaction and editing.

Frank Corrigan, Amanda Clyburn, and Deborah Young at the U.S. Office of Education were most helpful in the editing and compiling of the final data.

All of these personal and institutional resource centers were extremely cooperative. I encourage readers to communicate with them, not only to request needed assistance but to keep them informed about what is happening in CBE across the nation.

### Key

1. National and regional activities are set apart from state and [illegible] programs by a line.
2. Supporting Organizations: these designations are included for the largest categories of the non-state-supported activities so that readers interested in obtaining more information about particular programs will know where to write or call.

*ESD* — Division of Educational Systems Development, Office of Career Education, USOE, Room 3032, ROB-3, 7th & D Sts. SW, Washington, D.C. 20202

*TC* — Teacher Corps, USOE, Room 4031 FOB-6, 400 Maryland Avenue SW, Washington, D.C. 20202

*FIPSE* — Fund for the Improvement of Post Secondary Education, Room 3139 FOB-6, 400 Maryland Avenue, SW, Washington, D.C. 20202

*Title V — ESEA* — Division of State Assistance, USOE, Room 3010 ROB-3, 7th & D Sts. SW, Washington, D.C. 20202

*NIE* — National Institute of Education, 19th & M Sts. NW, Washington, D.C. 20208

*Allen A. Schmieder*

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# Profile Of The States In Competency - Based Education

| State | Current Status | Major Developmental Activities | Key Publications | Unique Feature(s) |
|---|---|---|---|---|
| **ALABAMA**<br>William C. Berryman, Assistant Director, Division of Instruction, State Department of Education, State Office Bldg., Montgomery, Ala. 36104.<br>(205) 269-7615 | State Board passed resolution requiring the State Department of Education to take initial steps toward performance-based certification. Pilot program of one year of internship began October 1973. LEA's required to submit plans for professional improvement and implement same. | SEA appointed advisory committee.<br>Developed criteria for reviewing preservice programs.<br>Gathering information and evaluating concepts.<br>Studying nine model teacher education programs commissioned by USOE.<br>Work at Auburn, Livingston State, and Alabama A&M Universities on developing model performance-based teacher education programs.<br>Miles College, elementary and secondary education (TC).<br>University of Alabama at Huntsville, pilot program in special education. | *Standards for State Approval of Teacher Education*, Alabama State Department of Education, Montgomery, August 1973. | All planning and implementation are on cooperative basis involving IHE's, LEA's, professional associations, and SEA.<br>Cooperative program development with Far West Laboratory and other external institutions. |
| **ALASKA**<br>Robert I. Dowell, Coordinator, Teacher Education and Certification, State Department of Education, Pounch F, Alaska Office Bldg., Juneau, Alaska 99801.<br>(907) 586-5486 | Studying Concept. | Pilot project involving total education cross section, i.e., state department, universities (Anchorage Senior College, University of Alaska), school district (Anchorage), community modeled after State of Washington pilots, elementary education emphasis.<br>Alaska State Department of Education, pilots in state-operated schools, elementary education emphasis (TC).<br>Member of the Interstate Certification Project (ESD). | | |
| **ARIZONA**<br>Department of Planning and Evaluation, Arizona Department of Education, 1535 West Jefferson, Phoenix, Ariz. 85007.<br>(602) 271-5695 | State Board adopted a policy "to renew or issue all certificates other than the Initial Certificate on the basis of performance-criteria." | Developed guidelines, 1972.<br>Testing certification and training programs, 1973.<br>Field tests completed 1974 – Recommendations forwarded to State Board of Education.<br>SEA member, Multi-State Consortium on PBTE/C (ESD, TC, Title V — ESEA).<br>Northern Arizona University, Arizona State University, pilot programs in secondary education and for teachers in correctional institutions (TC). | *Performance Recertification, What Is It?* Arizona Department of Education, Phoenix, 1972.<br>Shofstall, W.P., "Ten Assumptions About Performance Based Re-Certification," Arizona Department of Education, Phoenix, 1972.<br>Shofstall, W.P., *Accountability and Certification*, Arizona Department of Education, Phoenix, 1972. *Performance Re-Certification Field Test Guidelines*, Arizona Department of Education, Phoenix, 1973. | Major focus on recertification.<br>Parents and students on local consortia. |

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## ARKANSAS

Austin Z. Hanner, Coordinator, Teacher Education and Certification, State Department of Education, Little Rock, Ark. 72201.

(501) 371-1975

Studying concept.

"Proposed Modifications to Existing Teacher Education Regulations." Arkansas State Board of Education, Little Rock, 1972.

## CALIFORNIA

Peter L. LoPresti, Dick Mostam, Commission for Teacher Preparation and Licensing, 1020 O St., Sacramento, Calif. 95814.

(916) 445-0185

The Commission for Teacher Preparation and Licensing was formed for the express purpose of improving teacher education in the State of California. The legislation, known as the Teacher Preparation and Licensing Law of 1970 (AB 1220), does not specify competency-based teacher education as the single avenue which the State of California should take in terms of improving teacher education.

In 1971 the California State Legislature enacted Assembly Bill 293, which requires each school district to develop its own evaluation guidelines including standards for assessing student progress and teacher effectiveness. Teachers with permanent certificates will be evaluated every two years; those on probationary certificates every year. Also calls for closer relationships between practice and training. (Assembly Bill 293, also known as the Stull Bill, is administered by the California State Department of Education.)

The Commission for Teacher Preparation and licensing has appointed a committee of educators and lay people to develop guidelines for the development, implementation, and evaluation of programs for the education of school personnel. To date guidelines have been developed for credential programs in 12 categories. Each set of guidelines includes a set of policies and implementation statements which encourage some of the components of a competency-based system. All institutions which plan to prepare candidates for any or all of the 12 credential categories must submit their program plans in accordance with these guidelines. These same guidelines are then used by the Commission for Teacher Preparation and Licensing to evaluate the program plan.

The Commission held a series of workshops during 1974 with participants from a cross section of institutions, agencies, and professional organizations from throughout the state to develop a new way to assess professional preparation programs.

Implementation of pilot phase of new external assessment program 1974-75.

The Teacher Preparation and Licensing Law of 1970 requires the Commission to approve existing or develop new examinations to verify subject matter knowledge. In June, 1974, the Commission adopted the National Teacher Examinations on an interim basis. As of September 1974, candidates for the multiple subject (Elementary) credential or any one of the 15 single subject (Secondary) credentials must verify subject matter knowledge by examination or by completing a degree program that has been approved (waived from the examination) by the Commission.

Far West Laboratory for Education R&D, CBE component in experimental programs in cooperative education; (NIE).

SEA Multi-State Consortium on PBTE/C Member (TC, ESD, Title V – ESEA).

Large number of institutions of higher education developing alternative or total performance-based teacher education programs (in a recent survey by the State Department, 22 IHE's indicate that they were operating CBE training programs; for details write to SEA).

San Francisco State College; University of California, Santa Cruz; University of Southern California; University

(continued)

Assembly Bill 127 (The Ryan Bill) California State Legislature, Sacramento, 1970.

*Manual for Developing, Evaluating, and Approving Professional Preparation Program Plans for Multiple and Single Subject Credentials, 1973-74.* Revised 8/7/73. Commission for Teacher Preparation and Licensing.

*Manual for Developing, Evaluating, and Approving Professional Preparation Program Plans for the Administrative Services Credential*, adopted 10/5/73.

*Manual for Developing, Evaluating, and Approving Professional Preparation Program Plans for the Early Childhood Specialist Instructional Credential*, adopted 10/5/72.

*Manual for Developing, Evaluating, and Approving Professional Preparation Program Plans for Health Science Specialist Instruction Credential*, adopted 3/8/74.

*Manual for Developing, Evaluating, and Approving Professional Preparation Program Plans for the Health Services Credential Authorizing Services as a School Nurse*, adopted 2/8/74.

*Manual for Developing, Evaluating, and Approving*

(continued)

The Commission guidelines include requirements that student teaching assignments should provide for cross-cultural experience, and that all teachers (K-12) will be able to demonstrate competency in the teaching of reading.

Specification of criteria used in selecting master teachers and student teacher supervisors.

The Administrative Credential requires a diversified liberal studies major or the passing of an examination to verify subject matter knowledge in English, math, science, social sciences, and art/humanities.

The basic teaching credential is required for all of the Specialist Instruction Credentials, which includes the following:

Early Childhood Education Specialist

Bilingual - Cross-cultural Specialist

Reading Specialist

Mathematics Specialist

Special Education Specialist

Health Science Specialist

In the above areas there is a reduction in the number of different credentials in special education with an increased focus on generic

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| State | Current Status | Major Developmental Activities | Key Publications | Unique Feature(s) |
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| **CALIFORNIA** (continued) | | of California, San Diego; Sacramento State College; California State College, Hayward; University of the Pacific (all TC).<br><br>Member of the Interstate Certification Project (ESD).<br><br>Teacher Center Pilot, the Bay Area Learning Center (ESD).<br><br>University of California at Riverside, developing community college CB certificate programs in areas of human services and education & public safety, including techniques for student self-assessment and a variety of models for diagnosing and documenting student learning.<br><br>Protocol Materials Centers at Far West Laboratory, focus on sex bias in education; California State University at Northridge, emphasis on English Education, and University of Southern California, social foundation.<br><br>Far West Laboratory for Education R&D, National Teacher Center Study (NIE). | *Professional Preparation Program Plans for Library Services Credential*, adopted 11-2-73.<br><br>*Manual for Developing, Evaluating, and Approving Professional Preparation Program Plans for The Reading Specialist Credential*, adopted 10-5-73.<br><br>*Manual for Developing, Evaluating, and Approving Professional Preparation Program Plans for The Special Education Specialist Credential*, adopted 10-5-73.<br><br>*A Proposal for External Assessment*. Report of the work session held at the El Rancho Hotel, West Sacramento, May 10, 1974. | competencies to deal with all exceptions.<br><br>The Commission guidelines, along a list of important items, also require the following for all credential programs:<br><br>Involvement of school district personnel, teacher candidates, and community agencies in program development, implementation, and evaluation.<br><br>A guidance system based on an assessment of the candidate's program of career objectives. |
| **COLORADO**<br><br>Otto G. Ruff, Supervisor, Teacher Education and Certification, Colorado Department of Education, State Office Bldg., 201 E. Colfax, Denver, Colo. 80203.<br><br>(303) 892-3075 | PBT Education/Certification is compatible with Colorado's statutory "approved program" basis for teacher education and certification and "while most institutional programs have been more or less traditional programs . . . some have been PBTE-oriented."<br><br>Study currently underway of the Colorado Certification Act. | SEA sponsored eight state conferences on CBE (RIPP).<br><br>Southern Colorado State College, elementary education, and Adams State College (TC).<br><br>University of Colorado Cherry Creek School District "field based" training program.<br><br>University of Northern Colorado, Adams State Teacher center programs.<br><br>Pilot CBE programs at Regis College, Colorado UPSTEP program. | *Digest of Requirements for Teacher's Certification in Colorado*. Colorado Department of Education, Denver, 1971.<br><br>*Teacher Certification Act of 1961 (Amended 1965, 1971)*. Colorado Department of Education, Denver, 1971.<br><br>*Performance Based Teacher Education and Certification* (summary report of the 1972 conference of the Regional Interstate Project Program) Colorado Department of Education, Denver, 1972. | Regular meetings between State Department and collegiate professors of education.<br><br>Existing State approved program certification regulations enable development of unique programs such as PBTE. |
| **CONNECTICUT**<br><br>State Office of Teacher Education and Certification, Hartford, Conn.<br><br>(203) 566-2670 | Task Force on Performance Evaluation and State Certification has submitted new guidelines for certification to State Board of Education. If approved, "performance evaluation" will become the basis for all certificates (to be done by local committees of | Series of public hearings on recommended guidelines.<br><br>Held two statewide conferences. Ad hoc commission for certification review led to state Task Force.<br><br>Statewide network of 16 pilot projects.<br><br>Member of the Interstate Certification Project (ESD). | Senate Bill 2141.<br><br>*Guidelines for Local Performance Based Evaluation and State Certification of Professional School Personnel*. Hartford: State Board | Competency evaluations related to local developed in-service programs and criteria. |

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| | teachers, administrators, and community representatives). | University of Hartford (TC).<br>University of Bridgeport, pilot programs in elementary and junior high (TC). | of Education and the Commission for Higher Education, 1974.<br>Searle, William (ed.), *Teacher Education Still An Urgent Matter*, Durham, N.H., New England Program in Teacher Education, 1972.<br>PPPBTE (Pilot Projects on Performance Based Teacher Education), Newsletter of the Education Improvement Center, New Haven, Dick Mastain and Carey Curtis, eds.<br>*Connecticut Conferences, Teacher Education In The Seventies*, Commission for Higher Education, Hartford, 1971. | New bill requires each school district to annually evaluate each teacher. |
| **DELAWARE** | | | | |
| Elizabeth C. Lloyd, Director, Teacher Education and Professional Standards, Delaware State Department of Public Instruction, Townsend Bldg., Dover, Delaware 19901.<br>(302) 678-4686 | Concept Studied by State Department of Public Instruction and State Advisory Council on Teacher Education and Professional Standards. Generally concluding that there was not yet sufficient adequate machinery for the development of competency-based criteria for certification, any broad action re CBE and state certification was deferred for at least the next few years. Alternative, undergraduate competency-based teacher training programs and competency-based certification-related tests in several subject areas were recommended. | Evaluation of recommended changes in field situations.<br>Member of five-state (OE region III) pilot project in adult vocational education.<br>Development and use of competency tests in relation to certification in the areas of trade and industry and languages.<br>Member of the Interstate Certification Project (ESD).<br>University of Delaware, incorporation of competency-based approaches into undergraduate programs, especially elementary education; participation in pilot project listed above.<br>Delaware State College, incorporation of competency-based approaches into undergraduate programs. | | Emphasis on CBE as basis for an "Advanced Certificate." |
| **DISTRICT OF COLUMBIA** | | | | |
| Solomon J. Kendrick, Chief Examiner, D.C. Public Schools, 415 12th St. N.W., Washington, D.C. 20004.<br>(202)629-4940 | Moving toward CBE but has set no deadlines for implementation. Board of Education approved resolution calling for a system of teacher education and certification based on competencies rather than courses and credits. | District of Columbia Public Schools, Howard University; pilot programs in elementary and secondary education (TC).<br>District of Columbia Teacher Center, Center for Educational Advancement (ESD).<br>Member of the Interstate Certification Project (ESD).<br>Georgetown University, developing national clearinghouse on individualized instruction.<br>Council for the Advancement of Small Colleges, conducting case studies, designing and testing methods of cost analysis in a variety of CBE programs (FIPSE). | | |

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| State | Current Status | Major Developmental Activities | Key Publications | Unique Feature(s) |
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| **DISTRICT OF COLUMBIA** (continued) | | Antioch School of Law, developing CBE law education program, emphasizing the relation between classroom and clinical experiences (FIPSE).<br><br>AACTE National Committee on Performance Based Teacher Education Agency, focuses on training personnel regarding CBE through developing and disseminating publications, sponsoring training institutes, maintaining a clearinghouse, and disseminating information about CBE (ESD). | | |
| **FLORIDA** | | | | |
| Joseph Crenshaw, Bureau Chief, Curriculum and Personnel Development, State Department of Education, Tallahassee, FL 32304.<br><br>(904) 488-7994 | Designing Department of Education Teacher Education Management System to accomplish the following goals:<br>– clear identification of competencies expected of training personnel in elementary and secondary schools;<br>– compilation of research evidence on relation between teaching and learning;<br>– development of competency based pre- and inservice training programs. | All 67 school districts and the Division of Youth Services have approved master plans for inservice training.<br><br>Developed catalog of competencies and catalogs of training and protocol materials (ESD).<br><br>SEA member Multi-State Consortium on PBTE-C, (TC, ESD, Title V, ESEA.)<br><br>Statewide program for field testing protocol and training materials (ESD).<br><br>Florida A&M University member of Southern (CBE) Consortium.<br><br>Total CBE programs at Florida International University and University of North Florida.<br><br>Dade and Pinellas counties experimental vocational performance-based teacher education program.<br><br>University of South Florida PBTE program in cooperation with five districts.<br><br>Identification and development of training for generic and specific subject area competencies for middle school teachers.<br><br>PBTE Learning Disabilities program at Florida State University.<br><br>Appointment of State Council for Teacher Education Centers.<br><br>Establishment of 10 teacher education centers during 1974-75.<br><br>Create designs for optimizing the impact of research findings on teacher education decision makers.<br><br>Designed processes to identify competencies needed by principals in given school situations.<br><br>Competency-Based Education Center (developmental assistance) and National Consortium of CBE Centers at Florida State University (ESD).<br><br>CBE intrastate sharing network directed by Florida State Department of Education and University of Florida (TC).<br><br>University of Florida, Pilot program in elementary education (TC). | Florida State Department of Education:<br><br>*Criteria for Designing, Developing and Approving a District Master Plan for Teacher Education*, 1973.<br><br>*Performance-Based Teacher Certification and Program Approval*, 1974.<br><br>*The Florida Catalog of Teacher Competencies*, 1973.<br><br>*Florida Catalog of Competency-Based Teacher Training Materials*, 1973.<br><br>*Addendum: Florida Catalog of Competency-Based Teacher Training Materials*, 1974.<br><br>*Leadership Training Resources Used in Educational Leadership Training Programs*, 1973.<br><br>*Educational Leadership Assessment Centers*, 1973.<br><br>*Survey of Teacher Education Needs in Florida, State Council for Teacher Education Centers*, 1974.<br><br>*Recommendations of the State Council for Teacher Education Centers*, 1974.<br><br>*Catalogs of Performance Objectives and Criterion-Referenced Test Items* in eight given subject areas, 1973. | State catalogs of competencies and training materials.<br><br>School as basic unit of accountability.<br><br>Mandated state network of teacher centers.<br><br>Inventory of concepts about middle school teachers.<br><br>Peer panel and portfolio procedures for managing inservice education.<br><br>Diagnostic-prescriptive procedures for developing inservice training programs.<br><br>Certification extended or new areas added based on approved inservice programs. |

Florida State University, CBE pilots in 11 academic departments — using "assessing" juries composed of a mix of faculty members and practicing professionals (FIPSE).

State Pilot. State Department of Education in cooperation with the University of Florida and Florida State University development of a leadership training and dissimination model (ESD).

Member of the Interstate Certification Project (ESD).

*The Role of the State Department in Managing Teacher Education and Certification*, Tallahassee, 1971.

## GEORGIA

James E. Bottoms, Director, Division of Program and Staff Development, Department of Education, State Office Bldg., Atlanta, Ga. 30334.

(404) 656-2556

State Board of Education has approved a plan calling for the development of a long-range plan for achieving competency-based teacher education and performance-based certification (1978 full operation target date).

One of the 16 performance missions of the Georgia Department of Education is to "certify educational personnel on the basis of demonstrated competency."

The Report of the Minimum Foundation Program of Education Study Committee, Adequate Program for Education in Georgia, December 1973, recommended: "A competency-based tenure system should be established for teachers. All teachers should serve a 180-day internship with pay, under qualified supervision, before receiving certification."

The State Board of Education has authorized the staff of Georgia Department of Education to prepare a proposal, with the assistance of the Executive Committee of the Georgia Teacher Education Council, for the development of criterion-referenced tests in the major teaching area in which Georgia teachers are certified. This would be one component of a weighted index of criteria for initial certification applied to educational personnel external to the teacher preparation process.

The State Department of Education and The University of Georgia have submitted a proposal to the Appalachian Regional Commission for the establishment of a Vocational Education Teacher Assessment Center. The development of written and performance tests in all vocational education certificate and permit areas will provide a job-related method of determining whether the teachers can demonstrate essential competencies.

Statewide Task Force developed the long-range plan.

Steering Committee, appointed by the Chancellor of the University System and the State Superintendent of Schools has been formulating recommendations, procedures, and a timetable for Competency-Based Preparation Performance-Based Certification implementation.

Projects funded and administered by the Georgia Department of Education:

- Teacher Competencies and Assessment Procedures — Carroll County Schools/West Georgia College
- School Level Administrators Competencies and Assessment Procedures — Thomas County Schools/University of Georgia
- Guidance and Counseling Competencies and Assessment Procedures — Pioneer Cooperative Education Service Agency
- Vocational Education Teachers Competencies and Assessment Procedures — T&I Teachers University of Georgia/Savannah State; All other Vocational Education Teachers — University of Georgia
- Student Teacher Supervisors Competencies and Assessment Procedures — eight colleges and universities.

Atlanta Consortium, pilot programs in elementary and secondary (TC).

CBE Development Assistance Centers and portal schools program at the University of Georgia (ESD):

- Student Teacher Competencies and Assessment Procedures — Seven Colleges and Universities.
- Performance-Based Certification and Supportive Supervision Model — DeKalb County Schools/Georgia State University/University of Georgia.

*Development of a Long Range Plan for Achieving Competency-Based Education and Certification*, Georgia Department of Education, 1973.

Three reports from the Competency-Based Preparation/Performance-Based Certification Steering Committee, Georgia Department of Education (Nov. 1973; Feb. 1974; June 1974).

Five position papers including *The Competency-Based Certification System and Generic Competency Areas, Teacher Behaviors and Student Outcomes*, Carroll County/West Georgia College (December 1973; March, 1974; May, 1974).

Five Documents, including *Compilation of Competency Statements for School Administrators as Derived from the Literature and A Competency Classification Model*, Thomas County/University of Georgia (Feb. 1974 and April 1974).

On-the-job assessment as a basis for performance-based certification and graduate programs.

Consortium task force contributing to state plan.

Paid internship for all pre-certification teachers.

Planned development of a performance-based alternative to the National Teacher Examination.



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| State | Current Status | Major Developmental Activities | Key Publications | Unique Feature(s) |
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| **HAWAII**<br>George D. Mau, Assistant Superintendent, Office of Personnel Service, State Department of Education, P.O. Box 2360, Honolulu, Hawaii 96804.<br>(808) 548-6884 | Studying concept. | University of Hawaii, in cooperation with state Department of Education, developing pilot CBE programs — first phase focus on elementary education. | | |
| **IDAHO**<br>Dorcey S. Riggs, Director, Teacher Certification and Related Services, State Department of Education, State Office Bldg., Boise, Idaho 83701.<br>(208) 384-3475 | Studying concept. | Formal study of concept by State Standards Commission.<br>Member of the Interstate Certification Project (ESD).<br>Idaho State University pilot program in elementary education (TC). | | |
| **INDIANA**<br>Anne Patterson, Director of Teacher Education and Certification, State Department of Public Instruction, Room 232 Statehouse, Indianapolis, Ind. 46204.<br>(317) 633-4759 | Studying concept.<br>Proposed certification requirements and teacher education guidelines encourage institutions to explore alternate routes of preparation such as CBE. | Review of current certification standards.<br>Member of the Interstate Certification Project (ESD).<br>Indiana University, Purdue University at Indianapolis, pilot programs in elementary and secondary education (TC).<br>National Training Materials Center, Protocol Materials Center, emphasis on cognitive and affective interaction and classroom management, Indiana University (ESD).<br>Development of *A General Catalog of Teaching Skills*, College of Education, Indiana University (ESD). | | |
| **ILLINOIS**<br>Susan K. Bentz, Assistant Superintendent, Department of Professional Relations and Services, Office of the Superintendent of Public Institutions, Springfield, Ill. 62806.<br>(217) 782-3774 | Task Force Report recommending "performance expectation and assessment" as the principle basis for certification as well as pre- and inservice teacher education programs, under consideration by state officials and education constituencies. | Statewide conference, 1973.<br>New approval system and standards for teacher education being field tested.<br>Recommend development of a select number of centers to perform certification assessment recommending responsibilities.<br>Many state teacher training institutions developing plans for CBE pilots (specific data available from SEA).<br>University of Illinois, Chicago (TC), Illinois State University developing model CBE training programs.<br>Governors State University operates exclusively on a CBE model. | Bakalis, Michael J. *Report of the Task Force on Certification*, Springfield, Superintendent of Public Instruction, Springfield, 1972.<br>*A Manual of Procedures for Approving Illinois Teacher Education Institutions* and Programs, Superintendent of Public Instruction, Springfield, 1974. | Consortium task force contributing to state plan.<br>SEA provides developmental assistance personnel to institutions developing new programs. |

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| | | Pilot program at De Paul University in organizing educational programs around the definition of student outcomes and evaluation for attainment of these outcomes.<br><br>The Center for Human Potential in cooperation with Elgin State Hospital, Chicago, inservice career ladder program for mental health workers (FIPSE).<br><br>Sangamon State University and Illinois Central College, experimental program focusing on liberal arts competencies for history baccalaureates (FIPSE).<br><br>De Paul University, developing a CBE program for adults with an emphasis on the assessment of prior learning experience (FIPSE). | | |
| **IOWA**<br><br>Orrin Nearhoof, Director, Teacher Education and Certification, Iowa Department of Public Instruction, Grimes State Office Bldg., Des Moines, Iowa 50319.<br><br>(515) 281-3245 | Studying concept, "present state regulations provide an option for a CBE approach to certification." | State advisory committee on teacher education gives priority to content.<br><br>SEA supported experimental competency-based certification project for school counselors.<br><br>SEA sponsored state conference on CBTE (1974).<br><br>Member of the Interstate Certification Project (ESD).<br><br>CBE pilots in parts of the teacher education programs at Clarke College, Drake University (TC), University of Northern Iowa, Southern College, and Mt. Mercy College. | | |
| **KANSAS**<br><br>Earl Dugan, Director, Teacher Certification, Eileen Heimer, Director, Teacher Education, Kansas State Department of Education, 120 E. 10th St., Topeka, Kans. 66612.<br><br>(913) 296-2288 | Studying concept regarding its possible implementation as an alternative approach to teacher education and certification. | "Reactivated" statewide study of certification standards and procedures.<br><br>State Conferences on CBTE (1973, 74).<br><br>Member of the Interstate Certification Project (ESD).<br><br>Kansas State University, Emporia Kansas State College (TC) and Wichita State University (TC), Kansas University, Developing alternative Programs.<br><br>Pilot at Sterling College on organizing educational programs around definition of student outcomes and evaluation for attainment of those outcomes (FIPSE). | Von Meter, Eddy and Mart, Leftoff, *A Competency-Based Training Package for Educational Building Administrators*, (in cooperation with Kansas Conclave of Professors of Educational Administrators), 1972. | |
| **KENTUCKY**<br><br>Sidney Simandle, Director, Division of Teacher Education and Certification, Commonwealth of Kentucky, Department of Education, Frankfort, Ky. 40601.<br><br>(502) 564-4606 | State Board of Education established standard for all teacher education programs. "Provision shall be made for identifying, developing, and evaluating the competencies which are considered desirable." | 1973 State Conference on PBTE.<br><br>SEA goal to involve all Kentucky teacher education institutions in CBTE efforts.<br><br>Member of the Interstate Certification Project (ESD).<br><br>Louisville Public Schools (TC).<br><br>Western Kentucky University, elementary education (TC).<br><br>Two study sessions on PBTE by Council on Teacher Education and Certification. | 1967 edition of the Kentucky Certification Handbook. | Possibly first state to initiate CBE programs (1952).<br><br>Career education and academic occupational teacher education involved in CBTE guidelines. |

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| State | Current Status | Major Developmental Activities | Key Publications | Unique Feature(s) |
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| **KENTUCKY** (continued) | | | *The Kentucky Competency Approach to Teacher Preparation and the CBTE Movement, Teacher Education Circular #300.* Department of Education, Frankfort, 1974. | |
| **LOUISIANA** | | | | |
| Dr. Randall J. Webb, Director, Bureau of Higher Education and Teacher Certification, P.O. Box 44064, Baton Rouge, La. 70804.<br>(504) 389-6915 | New state certification standards which greatly enhance the development of competency-based teacher education programs. | Task force set up by state superintendent of education to study competency-based teacher education curricula.<br>Development of model programs at Xavier and St. Mary's Dominican Colleges and Loyola University.<br>East Baton Rouge Parish School Board (with Southern University), Grambling College (TC).<br>Six state universities have been funded (SEA) for implementation of Competency-Based Teacher Education Programs and six additional state universities have been awarded planning grants for the purpose of designing CBTE Programs. | DeLee, James and Gilbert Browning, *A Model for Competency Based Teacher Education* (to be published by several journals; copies also can be obtained from authors). State Department of Education, Baton Rouge, 1973. | Strong relationships between CBE and career education.<br>Strong state fiscal commitment to model development. |
| **MAINE** | | | | |
| Robert P. Ho, Assistant Commissioner, Division of Teacher Education and Higher Education, State of Maine Department of education and Cultural Services, Augusta, Maine 04330.<br>(207) 289-2441 | Professional Standards Advisory Commission established to "complete and put in place . . . a performance-based teacher education and certification system."<br>In process of establishing communication support system for series of alternative PBTE/C models. | State teacher education institutions asked to explore how performance criteria might be incorporated into teacher education programs.<br>Member of the Interstate Certification Project (ESD).<br>Southern Aroostack Community School District, elementary and secondary (TC). | Program approval guidelines emphasize among other things, clinical/field experience in differentiated settings. | Some attention to specific needs of teachers re specific situations in Maine. |
| **MARYLAND** | | | | |
| Howard C. Allison, Assistant State Superintendent in Certification and Accreditation, Maryland State Department of Education, P.O. Box 8717, Baltimore Md. 21240.<br>(301) 796-8300, ex. 300 | CBE adopted as one of five major priorities by the State Board of Education.<br>A State Task Force will be organized by the end of 1974 to appraise the advantages and disadvantages of CBTE to define guidelines for the direction of CBTE in Maryland.<br>The State anticipates contractual funding to support colleges implementing CBTE programs. | State Department sponsored seminar series for state educational leaders.<br>Conferences between state department and all individual school districts.<br>Training models being developed at Maryland Institute of Art, Frostburg State College, Towson State College, and University of Maryland, Baltimore County.<br>Identification of competencies by elementary and secondary public school teachers in workshops for determining areas of consideration in CBTE programs.<br>Identification of competencies for cooperating teachers by cooperating teachers and college personnel to serve as a guide for competency in teaching. | *The Informer*, for teacher education activities in Maryland (Newsletter of Teacher Education Section of State Education Department), Vol. II, No. 2, Jan.-Feb. 1972.<br>*The Informer*, Vol. 3, No. 3, a report of the perceptions and reactions of a state team visit to a nationally recognized CBTE program.<br>"A Summary of CBTE and Related Activities in Maryland." | Local orientation seminars by SEA in all school districts.<br>State reimbursed school systems for substitutes for teacher participation in workshops.<br>State-supported CBTE materials dissemination center. |

Examination of a nationally recognized CBTE program by a state team of public school, college, teacher association, lay, and State Department persons for one week. The team was sponsored by the Maryland State Department of Education to "shadow" and study students in a CBTE program.

Maryland State Department of Education funded a state college to develop a State Dissemination Center for CBTE materials in conjunction with the college's implemented CBTE program.

Member of the Interstate Certification Project (ESD).

Baltimore Public Schools and Coppin State Teachers College, pilot programs in elementary and secondary education (TC).

## MASSACHUSETTS

David L. Fitzpatrick, Director, Bureau of Teacher Education and Placement, State Department of Education, 182 Tremont Street, Boston, Mass.

(617) 727-5726

Teacher Education, Certification, and Placement Bill, which requires that certification be based on demonstrated knowledge and professional performance rather than transcript received, was passed by State Legislature and became effective December 1973.

Member of the Interstate Certification Project (ESD).

University of Massachusetts (TC).

University of Massachusetts developed competency-based teacher Education model.

Program at Framingham State College to improve competency assessment techniques in external degree programs.

University of Massachusetts at Boston to develop CBE program, and certificate system for public and community service careers (FIPSE).

Hampshire College to develop faculty competencies in student assessment.

*Massachusetts Study of 1969.* Massachusetts Advisory Council on Education, Boston, 1969.

*The New Certification Law, An Outline.* May 1, 1974, memo from David L. Fitzpatrick. The Commonwealth of Massachusetts Department of Education, Boston, 1974.

O'Connor, Thomas P., *Certification Bill Becomes Law.* The Commonwealth of Massachusetts Department of Education, Boston, 1974.

Legislation supported by all major segments of education.

Permanent certificate based on evaluation of performance and professional growth by local committee — on the basis of Board of Education criteria.

Program includes certification for school business administrators.

## MICHIGAN

Ed Pfau, Director, Teacher Preparation and Professional Development Services, Michigan Department of Education, P.O. Box 420, Lansing, Mich. 48902.

(517) 375-1924

In 1971 the State Board adopted a motion which: (1) approved in principle actions to develop a performance or competency-based certification system which could replace the present Certification Code requirements for program completion based upon college credits; (2) sought an initial appropriation of $30,000 for consultant services, clerical help, and CSS&M for activities the first year to begin the development of a competency-based teacher certification system.

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State Conference on CBTE (1973).

Seventeen institutions are involved in competency-based activities, ranging from one course to plans for entire 4-year program. (For details, write to SEA).

SEA member, Multi-State Consortium on PBTE/C (ESD, TC, Title V—ESEA).

Michigan State University and Oakland University in cooperation with local school districts awarded state grants (EPDA B-2) for model CBTE programs 1973; State Board

*(continued)*

Michigan Department of Education, Lansing:

*Yearend Status Report, Competency-Based Teacher Preparation in Michigan,* 1973.

*State Level Planning for Competency-Based and Other Alternative Teacher Education Programs,* 1974.

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"Grade Level" commissions to develop state-level pupil performance objectives. Not specifically related to CBTE activities.

Facilitating development on CBTE programs within the approved program approach rather than implementing alternative certification system.

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| State | Current Status | Major Developmental Activities | Key Publications | Unique Feature(s) |
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| **MICHIGAN** (continued) | In 1974, however, the position of the state is to facilitate development of competency-based teacher education programs as opposed to certification and as opposed to mandating CBTE. | grants to four institutions to develop model CBTE programs (Wayne State, Ferris State, programs competencies of all secondary teachers; University of Michigan, elementary education, science emphasis; Central Michigan University, elementary sciences). These all are in cooperation with local school districts.<br>Wayne State University, pilots in secondary and vocational education.<br>Member of the Interstate Certification Project (ESD).<br>Lansing School District and Michigan State University, testing feasibility of teacher competence criteria in reading, mathematics, and the social-emotional domain.<br>Competency Based Education Center (developmental assistance) at Michigan State University.<br>Madonna College, experimental program in elementary and secondary education.<br>Oakland University, emphasis on K-8 guidance and counseling-special education (TC).<br>Lansing Public Schools (TC).<br>Michigan State University Protocol Materials Center, emphasis on classroom interaction (ESD). | *CBTE in the State of Michigan*, 1974.<br>*Competency-Based Teacher Education and Certification Definitions: Synthesis and Schema* by Robert A. Roth, 1974.<br>*A Survey of Competency-Based Teacher Education Programs in the State of Michigan, 1974*, 1974. | |
| **MINNESOTA** | | | | |
| Patricia Gorahki, Teacher Certification Section, State of Minnesota Department of Education, St. Paul, Minn. 55101.<br>(612) 296-8837 | New certification standards have been adopted in some areas and are being developed in others which emphasize performance criteria:<br>"the specification of areas of competencies to be attained rather than a listing of required courses and credit hours";<br>"a requirement that those recommended for certificate demonstrate competencies specified (an evaluation system is implied or required)";<br>"a requirement that teacher, administrators, students, and the public be involved with college faculties in the development of programs which lead to certification in education." | Statewide programs implemented in media and school administration, program development underway in school administration, media in science, and social studies (scheduled for starting in fall of 1975).<br>Local committees established for each public school district — continuing education.<br>SEA member Multi-State Consortium on PBTE: C (ESD, TC, Title V – ESEA).<br>Competency-based teacher education models developed at Southwest Minnesota State College, full curriculum; College of St. Scholastica, full curriculum; the University of Minnesota at Duluth and the University of Minnesota at Minneapolis, secondary education (TC).<br>In all colleges CBE programs in field of school administration, science, social studies, and media being implemented at all teacher training institutions.<br>Member of the Interstate Certification Project (ESD).<br>Junior College CBE Pilot program being developed at Minnesota Metropolitan State College (FIPSE). | *Professional Development Newsletter* (especially Vol. V., Nos. 1, 2) of the Minnesota State Department of Education.<br>*Amendments to Education 340-351: Issuance & Renewal of Continuing Certificates*, Minnesota Board of Education, St. Paul, 1972.<br>*Teacher Aides — A Process Description for an Individualized Competency-Based Approach to Training for Instructional Roles*, Minnesota State Department of Education, 1972.<br>Working papers in media, science, and social studies, Minnesota State Department of Education, 1974. | Recertification to be based on "renewal units" which will be granted by local committee.<br>Initial certification enumerated in other countries, programs based on college recommendations of those demonstrating specified competencies.<br>Discontinued the issuance of life certificates. |

## MISSISSIPPI

Ruby Thompson, Supervisor, Finance and Statistics, State Education Department, P.O. Box 771, Jackson, Miss. 39205.

(601) 354-6869

Based on a statewide needs assessment, a new set of general goals for public education were developed and the implementation plan for following through on these goals included the specification of competencies in high priority subject areas.

Department of Education developed competency criteria in various subject disciplines.

University of Southern Mississippi, elementary and secondary education (TC).

*General Educational needs assessment in Mississippi, 1972.* Mississippi Department of Education, Jackson, 1972.

*Goals for Public Education and Sex Education in Mississippi, 1973.* Mississippi Department of Education, Jackson, 1973.

*Mississippi Catalogue of Competencies for Public Elementary & Secondary Science.* Mississippi Department of Education, Jackson, 1973.

A good case study in practitioner involvement: e.g., every science teacher in Mississippi was given the opportunity to participate in the development of the science catalog of competencies which were based on the things they said they'd want students "should know."

## MISSOURI

Paul Greene, Director, Teacher Education and Certification, State Department of Education, Jefferson City, Mo. 65101.

(314) 635-8125

Studying concept as a possible "optional way of preparing teachers . . ."

Some CBTE components are being developed at several institutions of higher education.

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Graduate Institute of Education of Washington University developing a *Catalogue of Concepts in the Pedagogical Domain* of Teacher Education (EM).

## MONTANA

L.E. Scarr, Assistant Superintendent, Office of the State Superintendent of Public Instruction, Helena, Mont. 59601.

(406) 449-3150

Interested in developing policies which would accommodate a competency-based certification alternative.

Representative advisory committee appointed by State Superintendent to study CBTE/C.

SEA, Northern Montana, and six school districts in pilot program.

Model training program being developed at Carroll College.

Eastern Montana College, pilot programs in elementary and junior high (TC) and in a number of nonprofessional education courses.

Northern Montana College — 5-year plan for development of institutionwide interdisciplinary CBE programs.

## NEBRASKA

Gerald Sughroue, Administrator, Teacher Education, Certification and Field Services, State of Nebraska Department of Education, 233 South 10th St., Lincoln, Nebr. 68508.

(402) 471-2452

Current certification standards allow competency-based as alternative program.

"Although no time line has been established for implementing CBTE, all institutions of higher education have already entered at least the stage of studying the concept."

Ad hoc committee within Nebraska Council on Teacher Education developed position paper on CBE encouraging CBE program development but opposing "a single approach to curriculum design or instructional methodology."

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| State | Current Status | Major Developmental Activities | Key Publications | Unique Features |
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| **NEBRASKA** (continued) | | Fifteen approved pilot teacher education programs.<br>Three annual state workshops on CBE.<br>University of Nebraska MUSTEP program, focus on secondary teacher education.<br>Doane College, implementing college-wide CBE program. | Standards for State Approval of Teacher Education. Department of Education, Lincoln, 1965.<br>Policies and Criteria for the Approval of Teacher Education Programs and Institutions in Nebraska.<br>*Position Statement for Nebraska Council on Teacher Education Regarding Competency-based Programs.* Nebraska Council on Teacher Education, Jan. 19, 1974. | |
| **NEVADA** | | | | |
| Lincoln Linton, Associate Superintendent, Department of Education, Carson City, Nev.<br>(702) 882-7324 | Studying concept. | Ad hoc committee appointed by State Board to study concept and make recommendations.<br>University of Nevada (IC). | | |
| **NEW HAMPSHIRE** | | | | |
| Harvey Harkness, Jr., Director, Teacher Education and Professional Standards, Room 403 State House Annex, Concord, N.H. 03301.<br>(603) 271-2407 | Considering some new approaches to teacher preparation. A form of performance-based certification is available in some specific areas. | Professional Standards Board studying concept; first report released spring 1974.<br>Member of the Interstate Certification Project (ESD). | *Staff Development for Educational Personnel.* State Department of Education, Division of Education, Concord, 1971.<br>*Performance Based Teacher Education.* An advisory report published by the New Hampshire Council for Teacher Education, March 1974. | |
| **NEW JERSEY** | | | | |
| Ward Sinclair, Director, Teacher and Education and Academic Credentials, State of New Jersey Department of Education, 225 West State Street, Trenton, N.J. 08625. | Mandate from State Board of Education to develop new state certification standards based upon performance-based education. "Certification in the future will be awarded on the basis of demonstrated competence to teach." Target dates for all recommended changes. | SEA Multi-State Consortium on PBTE. C member (ESD-IC, Title V — ESEA.)<br>Performance Evaluation Project. 16 task forces composed of a total of 300 teachers, aides, college personnel and students formed for all areas in which present certification is issued to develop performance criteria and identify competencies for each specific area as well as those common to all teachers. | Cahill, William, Governor of New Jersey. *First Annual Message.* Newark, 1971. | Relatively standard state wide teacher certification.<br>"License" Point.<br>Some state-level competencies.<br>Statewide feedback Conferences. |

Saul Rosen, Director, Performance Evaluation Project, 225 West State Street, Trenton, N.J. 08625.

(609) 292-4477.

Task Force Documents:
Completed Sept. 1974
Validated Sept. 1975

Certification Model:
Field test Sept. 1975

"Listening Post" sessions held by State Board of Examiners.

Under state grant, five colleges developing pilot performance based field-centered training programs.

Field testing of outputs from six task forces.

State advisory committee established.

Training models being developed at Glassboro State College, elementary education; Montclair State College, and Upsala College, business, music and social studies; and Upsala College, elementary education.

Four statewide and 18 regional workshops.

New Jersey Urban Education Corps, Upsala College, Camden Educational Development Program (TC).

Trenton State College validating task force documents and developing comprehensive CBTE Program.

Four task forces in adult education established.

Member of the Interstate Certification Project (ESD).

Educational Testing Service, for postsecondary education, developing and testing a taxonomy and array of assessment instruments for identifying and evaluating competencies acquired in domestic and volunteer activities; with a special emphasis on women (FIPSE).

Educational Testing Service, The National Commission on Performance-Based Education, concerned with (1) a continual and comprehensive analysis of the National CBE situation, (2) the major problems of research and development, and with (3) the development of basic materials for assessment-evaluation.

National Occupational Competency Testing Institute, Educational Testing Service, Princeton, N.J., concerned with development, validation, dissemination of occupational competency tests.

Reilly, Robert. *The Role of the State in Performance-Based Teacher Education-Certification.* New Jersey State Department of Education, Trenton, 1972.

## NEW MEXICO

Jim Pierce, Director of Teacher Education, State of New Mexico Department of Education, Education Bldg., Santa Fe, N.M. 87501.

(505) 827-2892.

State Department of Education committee to design a competency-based recertification plan by 1975. "Encouraging competency-based certification systems to be developed independently and individually by local school districts with the State Department of Education and Institutions of Higher Education assisting in the planning and development (upon request from the Local Education Agency)."

State Superintendent appointed task force to study concept and charged its members with investigating the feasibility of such an approach and with making recommendations to the State Board of Education on possible directions and action.

The Task Force is conducting a series of conferences involving state educational leaders to explore the issues.

Two SEA-sponsored workshops on competency-based certification.

Ten schools to develop, implement, and evaluate models for 1974-75 school year according to guidelines from State Board.

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*Interim Report on Competency Based Certification.* State Department of Education, Santa Fe, 1973.

*Interim Report II. Competency-Based Certification.* State Department of Education, Santa Fe, 1974.

Major groundwork being done by local school districts.

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| State | Current Status | Major Developmental Activities | Key Publications | Unique Feature(s) |
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| **NEW MEXICO** (continued) | | New Mexico State University (TC).<br><br>University of Albuquerque to implement experimental CBE bachelor's program for minority adults (FIPSE). | | |
| **NEW YORK**<br><br>Vincent C. Gazzetta, Director, Division of teacher Education and Certification, N.Y. State Education Department, 99 Washington Avenue, Albany, N.Y. 12230.<br><br>(518) 474-6440 | "To establish a system of certification by which the State can assure the public that professional personnel in the schools possess and maintain demonstrated competence to enable children to learn." Includes plans for a competency-based, field-centered approach to teacher education.<br><br>Through the collaborative efforts of representatives from higher education institutions, school districts and professional staff of school districts provide a readily available and explicit statement by preparatory programs that identifies:<br><br>1. the knowledge, skills, and attitudes expected of graduates in general education, the subject matter fields, as well as the professional study of education based upon a conceptualization of the role for which people are being prepared.<br><br>2. the educational program that will address the skills, attitudes, and knowledge.<br><br>3. the evidence that will be acceptable to show that the program's expectations are met.<br><br>4. the evaluative mechanism by which the program will be modified in light of experience. | In process of changing all programs to CBE by 1980. Deadlines set: elementary, special education, 1975; administration, 1976; secondard education, 1977; pupil personnel services, 1978; special subjects, 1979.<br><br>Thirteen trial projects to develop competency-based, field-centered teacher education programs (using parity concept).<br><br>SEA Multi-State Consortium in PBTE/C member (TC, ESD, Title V — ESEA).<br><br>Competency-based education centers (developmental assistance) at Columbia (also TC), and Syracuse Universities (ESD).<br><br>Pilot programs at State University College at Buffalo (also TC), Cortland State, and State University of New York at Albany.<br><br>Bank Street College of Education (TC).<br><br>CITE Project of New York (model of multi-institutional involvement).<br><br>Protocol and Training Materials Center, State University of New York at Buffalo, State Dissemination Model.<br><br>Syracuse University, Education Policy Research Center, evaluation of six postsecondary CBE programs (FIPSE).<br><br>Syracuse Learning Center, pilot in CBE-based, field-centered career education program.<br><br>CBE interstate sharing network, directed by New York State Education Department and State University of New York at Albany (TC).<br><br>Pilot programs for teachers of Indian children, State University of New York at Oswego, Fredonia, and St. Lawrence University (ESD).<br><br>College of Human Services, New York City, development of a pilot competency-based model institute for the education and training of human service professionals (FIPSE).<br><br>---<br><br>Central office of the Multi-State Consortium on Performance-Based Teacher Education (Albany SEA), a consortium of 14 states in the fore of CBE, concerned with the implications of CBE for improving certification and training programs; with interstate sharing of information, materials, and personnel, and with helping member states to develop management systems for the development and use of CBE approaches to teacher education and certification (TC, ESD, Title V — ESEA). | *Education Beyond High School: The Regents Recommendations Statewide Plan for the Development of Post Secondary Education*, N.Y. State Education Department, Albany, 1972.<br><br>*A New Style of Certification*, N.Y. State Education Department, 1972.<br><br>CBC (Competency-Based Certification), Newsletter of the N.Y. State Education Department, Division of Teacher Education & Certification, 99 Washington Avenue, Albany.<br><br>*Format for Submission of Teacher Education Program Proposals*, Division of Teacher Education & Certification, N.Y. State Education Department, Albany.<br><br>*Papers on Collaboration*, Division of Teacher Education & Certification, N.Y. State Education Department, Albany. | Performance-based Teacher education and certification being "phased in" as only approach. |

Syracuse University National Teacher Center Study Project (TC and ESD).

Central office of the Interstate Certification Project (Albany-SEA), a project that includes 30 states working together to develop interstate reciprocity arrangements regarding certification of educational personnel (ESD).

## NORTH CAROLINA

James T. Butch, Assistant State Superintendent, Department of Public Instruction Special Services Area, Room 325, Education Bldg., Raleigh, N.C. 27609.

(919) 829-4125

State Board adopted program supporting competency-based certification through development of competency-based teacher education programs. "In development of programs, each curriculum is expressed in terms of competencies and guidelines which give direction to the nature, scope, sequence and relative emphasis to the parts of which it is composed."

Formation of ad hoc committees of the State Advisory Council on Teacher Education and Staff Development — including over 600 educational leaders throughout the states.

A committee assigned to each certification area and asked to 1) develop statement of purpose for area, 2) identify on basis of experience and research, the competencies needed by professional personnel, and 3) develop guidelines for training programs for the identified competencies.

Developing state catalog of competencies.

Pilot centers being established.

North Carolina Central University member of Southern (CBE) Consortium (TC, ESD).

Pilot programs at Appalachian State University, Winston-Salem University, Western Carolina University including Early Childhood (TC).

Member of the Interstate Certification Project (ESD).

Appalachian State University Training Complex (ESD).

Pilot program for teachers of Indian children at Pembroke State University (ESD).

Freeman, J.P., *Strategy for Improving Teacher Education in North Carolina*, North Carolina Department of Public Instruction, Raleigh, 1971.

*Standards and Guidelines for Approval of Institutions and Programs for Teacher Education: Competency-Based Programs*, North Carolina Department of Public Instruction, Raleigh, 1972.

Combination of very comprehensive central master plan and independent local participation.

As an alternative to traditional preparation practices, training programs can be planned and implemented by consortiums of colleges/universities, professional associations, public school administrative units, and the state education agency.

## NORTH DAKOTA

R.W. Bangs, Administrative Assistant, Department of Public Instruction, State Capitol, Bismark, North Dakota.

(701) 224-2264

Studying concept.

University of North Dakota, elementary and junior high (TC).

Training modules under development.

## OHIO

Paul W. Hailey, Director, Teacher Education and Certification, Department of Education, Columbus, Ohio 43215.

(614) 469-3595

Reviewing current certification procedures regarding the feasibility of developing new training and certification approaches which will help increase the competencies of educational personnel.

*(continued)*

Developing new standards for approving teacher training programs.

Member of the Interstate Certification Project (ESD).

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*Laws and Regulations Governing Teacher Education and Certification*, Columbus, Ohio: Department of Education.

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State teacher education redesign plan to be based upon in-depth evaluation of current programs.

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| State | Current Status | Major Developmental Activities | Key Publications | Unique Feature(s) |
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| **OHIO (continued)** | Committed to a redesign of teacher education and certification.<br><br>Current standards allow university recommendation for certification on experience models leading to a demonstrated competency.<br><br>Proposed new standards include a specially designed entry year whereby certificates may be reviewed on a performance-based recommendation from colleges and employing school districts. | Model inservice programs being developed by Cleveland School District (ESD).<br><br>Competency-based Education Center at Toledo University (developmental assistance) (ESD and TC).<br><br>Experimental program at Antioch College in defining CBE learning objectives for selected model learning centers including the development related assessment and monitoring systems.<br><br>Case Western Reserve University, pilot graduate (MA, Ph.D.) program in organization behavior (FIPSE).<br><br>Bowling Green State University, National Center for CBE action research center (FIPSE).<br><br>Ohio State University, protocol materials center, focusing on oral language acquisition (ESD).<br><br>Ohio University, elementary and secondary; Youngstown University, elementary and junior high (TC). | Dixon, George and Richard Saxe, *Partners for Educational Reform and Renewal*. Berkeley, California: McCutchan Publishing Corp., 1973. | |
| **OKLAHOMA**<br><br>Ronald Carpenter, Administrator of Teacher Education, State Department of Education, Oklahoma City, Okla. 73105.<br><br>(405) 521-3337 | Studying concept.<br><br>The State Board of Education encourages experimental and pilot programs. | Professional Standards Board has sponsored three conferences on CBTE in which all levels of the profession participated (1972, 1973, 1974).<br><br>Member of the Interstate Certification Project (ESD).<br><br>Southwestern State College, developing model in the process of institutional involvement.<br><br>Oklahoma City University, development of university-wide curriculum, special emphasis on faculty training (FIPSE).<br><br>Northeastern State College, pilot programs for teachers of Indian children (ESD).<br><br>Oklahoma Consortium (TC). | | |
| **OREGON**<br><br>Richard S. Jones, Executive Secretary, Teacher Standards and Practices Commission, Oregon State Board of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310.<br><br>(503) 378-3586 | Implement certification rules encouraging individualized teacher preparation programs based on demonstrated competency within approved program approach.<br><br>Develop and implement model CBTE programs to be approved under the Process Standards.<br><br>Develop and implement statewide plan for CBTE. | Full implementation of CBTE in elementary program at Oregon College of Education; secondary program in planning stage.<br><br>"Baseline Study" on status of CBTE development completed 1974.<br><br>SEA member in Multi-State Consortium on PBTE/CBTE (ESD, TC, Title V-ESEA).<br><br>Competency-Based Education (developmental assistance) and Protocol Materials Centers at Teaching Research Center of Oregon State System of High Education (ESD).<br><br>Protocol in CBE program development being developed at Teaching Research Center (ESD).<br><br>University of Oregon (TC).<br><br>Mount Hood Community College, pilot program in nursing — at the aide, LPN, and ADN levels (FIPSE). | *Process Standards for Educational Personnel Development Programs* (alternate to regular standards for teacher educational programs), adopted July 1, 1973. Salem, Oregon Board of Education, 1972.<br><br>*Oregon rules for Certification*. Salem, Oregon Board of Education, 1974 (effective October 15, 1974) provide for waivers of certification requirements on the basis of demonstrated competence. | Competency-based teacher education development parallels establishment of competency programs in elementary and secondary schools.<br><br>Through Teacher Standards and Practices Commission, education profession has full self-governance; profession can influence direction of teacher education, including CBTE. |

## PENNSYLVANIA

Dr. Sam B. Craig, Jr., Coordinator, Pennsylvania Competency Based Teacher Education (PaCBTE) Program, Education Building, Room 494, Pennsylvania Department of Education, Box 911, Harrisburg, Pa. 17126.

(717) 787-3470

Dr. Wallace M. Maurer, Coordinator: Pennsylvania Competency Assessment Certification (CAC) Program, Education Building, Room 203, Pennsylvania Department of Education, Box 911, Harrisburg, Pa. 17126.

(717) 887-5138

New standards developed by Office of State Secretary of Education requiring that education programs become competency based. "The institution shall identify the role competencies for each school position for which preparation programs of certification have been submitted." Priority for both pre- and inservice teacher education.

Five Phase Plan: I. Organization, Awareness, Information Involvement, Planning; II. Institutional (SEA, IHEA, LEA) specifications and ordering of competencies; III. Implementation and development of CBE programs; IV. Conversion from program approval to CBE; V. Continue research and evaluative effort with stages I-IV.

To evolve and implement an alternative plan for evaluating and certifying teacher applicants (who are not graduates of PDE-approved teacher preparation programs) through competency verification and assessment.

"(1) Preparing inventories of specialist teaching competencies; (2) redesigning teacher education programs; (3) initiating contacts with competency based certification and basic education's educational quality assessment."

All teacher education institutions developing model competency-based training programs: Bucknell, almost all subjects; California State, special education; Clarion State, special education; Edinboro State, elementary guidance; Indiana University, elementary and secondary guidance and reading; Lafayette College, almost all subjects; Millersville State, library science; Temple University, early childhood and vocational education; University of Pittsburgh, elementary and reading.

Task forces set up to evaluate competency specifications for these programs.

Colleges and schools and state departments cooperating in development of a taxonomy of competencies for each special area of teaching (1,000 competency studies for teacher education programs in 83 colleges and universities.)

Statewide workshop (1973).

Estimated 40 of 1,380 currently operating programs competency based.

Survey of non-Pennsylvania colleges and universities to determine competency verification procedures used in competency-based or performance-based teacher education programs.

Created and trained the PaCBTE Consultant Group of 31 teachers and teacher educators.

Funded 27 projects for CBTE staff development, designing CB inservice models, and writing inventories of specialized competencies.

A CB procedure for evaluating teacher education programs was designed and pilot tested in April 1974.

SEA member Multi-State Consortium on PBTE/C (ESD, TC, Title V).

Member of the Interstate Certification Project (ESD).

Lafayette College, Bucknell University, protocol materials project in reading (ESD).

Cheyney State College, Temple University (TC), University of Pittsburgh developed model CBE training program.

House Bills 2127 and 2030 (1973) transferred certification, decertification, and program approval to Teacher Standards and Practices Commission.

*Policies, Procedures and Standards for Certification of Professional School Personnel*, Office of the Secretary of Education, Harrisburg, 1970.

Series of "Teacher Education Memoranda" (includes definitions, bibliographies, etc. regarding CBE), Bureau of Teacher Education and Certification, Office of the Secretary of Education, Harrisburg, 1972-73.

*Report to the Field Generic Teaching Competencies: An Interim Inventory for Subsequent Independent Development by Pennsylvania Colleges and Universities*, Office of the Secretary of Education, Harrisburg, 1973.

*Pennsylvania Competency Based Teacher Education Program*, Pennsylvania Department of Education, Harrisburg, 1974.

PaCBTE Handbook, Pennsylvania Department of Education, 1974.

*Competency Based Teacher Certification in the United States*, Wallace M. Maurer, Pennsylvania Department of Education (PaCAC Program, Box 911, Harrisburg, Pa. 17126, 1974.

(Pending) *Technical Report* to Pennsylvania State Board of Education re: Alternative Certification Process (fall 1973).

Statewide involvement in implementing plan.

External process person for leadership training workshops.

A state-level consultant group – PaCBTE – formed and trained to provide developmental assistance to CBE program developers.

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| State | Current Status | Major Developmental Activities | Key Publications | Unique Feature(s) |
|---|---|---|---|---|
| **RHODE ISLAND**<br>Marilyn P. Horman, Acting Coordinator, Teacher Education Certification and Placement, State Department of Education, Roger Willis Bldg., Hayes Street, Providence, R.I. 02908.<br>(401) 277-2675 | Examining ways in which CBE might improve current state systems for training and certifying educational personnel. | Statewide Conference, 1974.<br>Subcommittee of Advisory Committee for Certification studying concept and developing plans for performance-based certificates.<br>Rhode Island Teacher Center (ESD).<br>Established a separate state committee to develop CBTE/CBC-Associate Commissioner's Commission on CBTE/CBC.<br>Member of the Interstate Certification Project (ESD).<br>University of Rhode Island, Rhode Island College, and Salve Regina College developing model training programs. | *Summary of Actions Taken By Selected States Involved in Developing Competency-Based Certification Systems*, by John C. Pitman, NEPTE Working Paper No. 7, Aug. 1973.<br>"Plan of Action for Development of Competency Based Initial Elementary Teacher Certification," position paper of a subcommittee of the State Certification Advisors Committee. | State-level Teacher Center and validated products delivery system. |
| **SOUTH CAROLINA**<br>John F. Maynard, Director, Teacher Education and Certification, State Department of Education., Columbia, S.C. 29201.<br>(803) 758-5081 | State department 5-year plan for improvement of education recommends that selected institutions develop performance-based evaluation programs. | South Carolina State College member of Southern (CBE) Consortium (TC, ESD).<br>University of South Carolina pilot program in elementary and junior high (TC). | | |
| **SOUTH DAKOTA**<br>Arlo J. Levisen, Competency-Based Instruction Project, Division of Elementary and Secondary Education, Pierre, S. Dak. 57501.<br>(605) 224-3248 | State Board of Education passed a Resolution encouring South Dakota colleges and universities to develop in a collaborative manner teacher education programs that are competency based and field based as well. The State Board of Education is taking a more proactive stance in preservice and inservice program development.<br>"The State Board of Education directs the Division of Elementary and Secondary Education to develop procedures, guidelines and processes for implementing an alternative type of certification of teachers to be known as "competency-based" certification; further, that the State Board of Education give preferential teacher education program approval to programs in South Dakota colleges which are: competency based, field based, collaboratively developed by those affected, and committed to the concept that preparation is a career-long process." | Division of Elementary and Secondary Education funded a project enabling South Dakota Educational Agency members to participate and collaborate in teacher education program development activities on all 12 campus sites.<br>Division of Elementary and Secondary Education funded a University of South Dakota Project for training field-centered cooperation teachers.<br>Division of Elementary and Secondary Education funded one local educational agency inservice training project which will be based upon identified needs and enhancing specific competencies.<br>Under the South Dakota Secretary of Education and Cultural Affairs, the Division of Elementary and Secondary Education will be participating in a broadly represented plan for change in South Dakota teacher education.<br>The School of Education, University of South Dakota, has developed in competency-based, field-based teacher education program. | *Division of Elementary and Secondary Education:*<br>State Board of Education Resolution, 1973.<br>"The Division of Elementary and Secondary Education Looks at 'Field-Based' Teacher Education, 1973." | A Secretary of Education and Cultural Affairs mandated by the South Dakota Legislature "to faciliatate collaboration and cooperation between all segments of education in the state.<br>State has a full time research director for competency-based teacher education. |

Black Hills State College, pilot programs elementary and Secondary (TC).

Member of the Interstate Certification Project (ESD).

## TENNESSEE

John H. M. Smith, Acting Coordinator, Teacher Education and Certification, Tennessee State Department of Education, 243 Cordell Hall Bldg., Nashville, Tenn. 37219.

(615) 741-2270

High interest in moving toward performance-based teacher education.

Competency-based certification regulations adopted for secondary school counselors and school psychologists.

State Board of Education appointed committee to work on a study of performance-based teacher education.

Member of the Interstate Certification Project (ESD).

Tennessee State University member of Southern (CBE) Consortium.

Pilot programs at East Tennessee State University, Middle Tennessee State University, Memphis State University, (TC).

## TEXAS

L. Harlan Ford, Assistant Commissioner, Texas Education Agency, Austin, Texas.

(512) 475-3723

Tom T. Walker, Director, Division of Teacher Education, Texas Education Agency, Austin, Texas.

(512) 475-3236

State Board of Education adopted standards for teacher education to be fully operational under a competency-based teacher preparation program by 1977. Modified in January 1974 by the Attorney General's ruling that competency-based education may not be singularly identified as a preparation process but as an operational alternative.

State Commission on professional competencies appointed.

Development of statewide network of teacher centers.

Texas Center for the Improvement of Educational Systems (Austin) (ESD).

Texas Information Services Project (NIE, ESD).

SEA Multi-State Consortium on PBTE/C member (ESD, TC, Title V – ESEA).

Pilot CBTE programs at University of Houston, elementary education; West Texas State University, elementary and secondary education; Texas Christian University, elementary and secondary education; Tyler State College, elementary and secondary education, and University of Texas at Permian Basin, elementary and secondary education.

University of Texas at El Paso to develop faculty competencies in multicultural education.

Several CBE programs in Dallas Independent School District.

Competency-Based Education Center (developmental assistance) and Module Bank at University of Houston (ESD, TC).

Jarvis Christian College member of Southern (CBE) Consortium (TC, ESD).

University of Texas (TC), Texas Southern University, Texas A&I University of Texas at El Paso (TC).

Our Lady of the Lake College, development of college wife curriculum (FIPSE).

*(continued)*

Texas Standards for Teacher Education and Certification, Texas Education Agency, Austin, 1972, as amended.

*Senate Bill 8*, State Legislature, Austin, 1972.

Requires parity participation at 3 levels.

Related statewide teacher center system.

State Commission for Professional Competencies.

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| State | Current Status | Major Developmental Activities | Key Publications | Unique Feature(s) |
|---|---|---|---|---|
| **TEXAS** (continued) | | Rice University, pilot program in physics and astronomy with an emphasis on cost effectiveness (FIPSE).<br><br>CBE intrastate sharing network (TC) directed by the Texas Education Agency and the University of Houston. | | |
| **WASHINGTON**<br><br>Lillian Cady, Director, Teacher Education and Certification, Old Capitol Bldg., Olympia, Wash. 98504.<br><br>(206) 753-6773 | State has established new set of process standards for preparation programs which are to be developed and implemented by a local consortium of agencies and encourage performance-based programs as an alternative approach to certification.<br><br>State guidelines for eight phase development processes:<br><br>1) consortium formation<br>2) establishment of policy board<br>3) adoption of policies<br>4) program development<br>5) state board approval<br>6) program implementation<br>7) certification<br>8) evaluation | Fifteen programs developed by consortia approved by State Board of Education.<br><br>More to be visited and presented to SBE for approval in 1974-75.<br><br>Early development efforts concentrate on support service personnel roles. | *Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to Certification of School Professional Personnel*, Superintendent of Public Instruction, Olympia, 1971.<br><br>*A New Approach to Teacher Education and Teacher Certification*, Superintendent of Public Instruction, Olympia, 1972.<br><br>Approved consortia have developed documentation describing roles and competencies of professional being prepared. | Permissive, evolutionary approach gives groups opportunity to develop empirical information base regarding competencies, learning experiences, assessment, cost, etc., within limits of their current resources.<br><br>Consortium composed of college/university, school district, and professional association share in decision making. |
| **UTAH**<br><br>Roger C. Mouritsen, Utah State Board of Education, 136 E. South Temple, Salt Lake City, Utah 84111.<br><br>(801) 328-5965 | Moving toward statewide implementation of performance-based teacher education programs. | Many state-sponsored conferences on CBTE. SEA and UEA cosponsoring regional workshops on concept.<br><br>Most teacher preparation institutions in state have developed or are developing competency-based programs as an alternative.<br><br>State performance-criteria, adopted for Educational Media; being developed for foreign languages, school counselors, social workers and psychologists, physical education and recreation teachers, and driver education.<br><br>SEA Multi-State Consortium on PBTE/C member (ESD, TC, Title V — ESEA).<br><br>Weber State College, total institutional program (includes TC project in elementary education).<br><br>Pilot program at Brigham Young University, secondary education; and University of Utah, graduate education administration and supervision.<br><br>Protocol Materials Center, Utah State University (ESD).<br><br>Pilot program for teachers of Indian children, Ute Tribe (ESD). | *Recommendations of the Designing Education for the Future Committee*, Utah State Board of Education, Salt Lake City, 1971.<br><br>Mouritsen, Roger C., *The Impact of Competency-Based Teacher Education and Certification Programs In Utah*, Utah State Board of Education, 1972.<br><br>*Recommended Proficiency Guidelines for Media Endorsements*, Salt Lake City, State Department of Education, 1972.<br><br>Mouritsen, Roger C. "Competency-Based Teacher Education and Certification Activities in Utah," | Parallel development of CBE programs at both college and state levels.<br><br>Teacher preparation institutions evaluated every 5 years on competency-based format. |

PBTE. Albany, N.Y.: Multi-State Consortium on Performance-Based Teacher Education, May 1974, pp. 1-3.

## VERMONT

Robert Vail, Director, Teacher and Continuing Education, State Department of Education, State Office Bldg., Montpelier, Vt. 05602.

(802) 223-2311

Mandate from State Board of Education to develop alternative inservice certification programs that are competency based. Competencies are to be determined at the local level by involvement of "all interested parties."

State approval of college preservice programs based on commitment to CBTE.

Six local school districts have state approval for training and certificate renewal programs.

State Department conducts workshops and provides other forms of developmental assistance for school districts installing CBE programs.

SEA Multi-States Consortium in PBTE. C member (ESD, TC, Title V – ESEA).

Member of the Interstate Certification Project (ESD).

University of Vermond pilot programs in elementary and secondary (TC).

Vail, Robert, Henry Bissex, and Carl English, *Questions and Answers About Local Certification* (mimeo), Vermont State Department of Education, Montpelier, 1973.

*Regulations Governing the certification of Education Personnel, and Revisions to Certifications Regulations, 1972).* Vermont State Board of Education Montpelier, 1971.

Local School districts have option to develop CBE programs at both pre- and inservice levels.

## VIRGINIA

Ryland Dishner, Acting Assistant Superintendent for Professional and Educational Support Services, State Department of Education, Richmond, Va. 23216.

(703) 770-2627

Studying concept.

Steering committee appointed to study concept.

Norfolk State College member of Southern (CBE) Consortium (also TC).

Virginia Consortium (TC).

Virginia Polytechnic Institute and State University, CBE component in pilot distributive education program.

Member of the Interstate Certification Project (ESD).

## WEST VIRGINIA

Phil E. Suiter, Director, Teacher Preparation, 1900 Washington Street, Charleston, W. Va. 25305.

(304) 348-3787

No mandate for CBTE presently exists.

Recently completed task of rewriting state standards. New standards designed to support competency programing.

Institutions will be urged to consider CBTE programing.

Via task forces, over 400 professionals contributed to new standards (35 percent practitioners).

State-sponsored workshops for 1974-75 will emphasize:

a. CBTE programing.
b. new state standards,
c. modified state department role.

Kanawha Valley Multi-Institutional Teacher Education Center.

Member of the Interstate Certification Project (ESD).

West Virginia University, Appalachian Teacher Center, emphasis on new technologies (ESD).

Teacher training pilots at Marshall University and Wheeling College.

Standards for the Accreditation of Teacher Education Programs in West Virginia, 1974.

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| **WISCONSIN** | | | | |
| Lond Rodman, Director, Bureau of Teacher Education and Certification, State Department of Public Instruction, 26 Langton Street, Madison, Wis. 53702.<br>(608) 266-1879 | Development of an Evaluation Strategy to determine merits of CBTE programs. | PBTE program alternatives developed at several institutions of higher education, e.g., University of Wisconsin at Madison, River Falls, Stevens Point, Superior, and Menomonie.<br>Member of the Interstate Certification Project (ESD).<br>Competency-Based Education Center (developmental assistance) at University of Wisconsin, Madison (ESD).<br>University of Wisconsin-Madison, Milwaukee, Stevens Point (TC).<br>Alverno College implementing collegewide CBE program (FIPSE).<br>University of Wisconsin-Stout, Pilot program for teachers of Indian children (ESD). | | |
| **WYOMING** | | | | |
| Elmer L. Burkhard, Director, Division of Certification and Placement, State Department of Education, Capitol Building, Cheyenne, Wyo. 82001.<br>(307) 777-7291 | Studying concept.<br>Priority for study and research during next biennium. | Formal study of concept by Standards Board.<br>Several statewide conferences.<br>CBTE pilot in special education at University of Wyoming. | | |


**MULTI-STATE CONSORTIUM ON PERFORMANCE-BASED TEACHER EDUCATION**

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